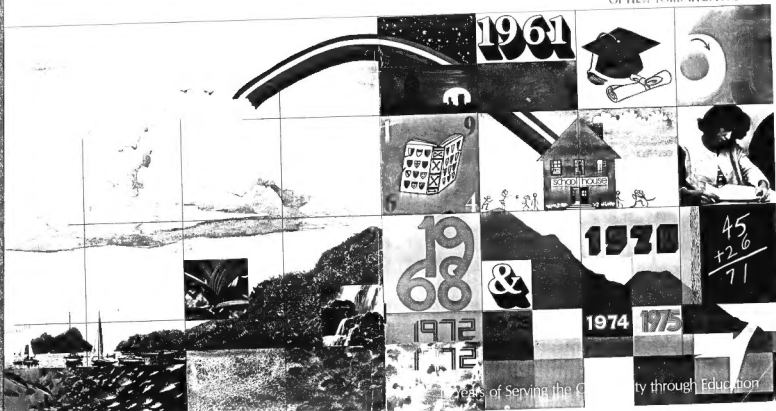


15 Yrs of Serving the Community through Education

ASPIRA
OF NEW YORK, INC. 1975-76



ASPIRA
OF New York, 1975-76

79th years

Self
Graduation

JULIA E. RIVERA
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NEW YORK, NY 10003

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Design and illustrations: Luis R. Cascel/LIGHTSOURCE

NO. 1:
Yerbero, Clara Zavala, age 4, the next generation of Aspirante.

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ASPIRA OF NEW YORK

Theme on cover
15 Years Serving the
Community through education

FOREWORD

ASPIRA, the first Puerto Rican privately funded Agency organized for the purpose of guiding the Puerto Rican youth in their search for achievement through education, celebrated its fifteenth (15) anniversary during the year 1976.

ASPIRA was founded in 1961 by a voluntary association of individuals of Hispanic background whose aim and goal was to foster the development of knowledgeable leadership within the Spanish-speaking community. The association, known as the Puerto Rican Hispanic Leadership Forum, or simply as The Puerto Rican Forum, decided its objectives would be best achieved by the creation of ASPIRA.

The problems that existed then, as stated in the ASPIRA brochure of 1961, are very much the same as they are today:

- too many Puerto Rican children abandon school before finishing high school
- too many capable Puerto Rican children abandon their education after high school
- too many Puerto Ricans ignore the existence of scholarships, fellowships, loans, and free college
- too many Puerto Ricans aim at education below their capability and intelligence

At that time, the difficulty of establishing a privately supported agency, administered by Puerto Ricans for Puerto Ricans, must have been almost insurmountable. However, there was the need to offset the problems being encountered by the Puerto Rican youth of our community, and thus the creation of ASPIRA became a reality. The dream became an accomplishment to those who had the foresight and courage to support and give energies to this cause. ASPIRA of New York and the thousands of youth who have benefited from its existence wish to say "GRACIAS."

The anecdotes resulting from the challenges of those first few years also seemed impossible to overcome. However, five years after its meager beginning, Ms. Antonia Pantoja, first Executive Director of ASPIRA, was writing in the 1965-66 Annual Report "ASPIRA is here to

stay" and the "test" was successful. The initial goals had been achieved and ASPIRA "has demonstrated measurable success as an instrument for service and change in a community which was vitally in need of both." During this period ASPIRA and the Forum became separate agencies. Aspira became incorporated, was granted tax exempt status and organized a separate Board of Directors with Dr. Francisco Trilla as its Chairman. The statistics involving ASPIRA in those days were:

Students Served

Intake	1961-62	152
"	1962-63	428
"	1963-64	669
"	1964-65	658
"	1965-66	1007
"	1975-76	2094

Budget

1965-66	\$ 371,478.82
1975-76	1,171,259.00

To understand ASPIRA's growth one has to emphasize the commitment of those few who envisioned its reality. We also have to look closely at the devotion and dedication of the ASPIRA staff. This fidelity to the cause is due largely to the fact that most of the ASPIRA staff are Puerto Ricans who have themselves suffered the indignities of discrimination and who have been surrounded by an establishment that, although committed to the ideals of equality, is inflexible in its acceptance of differences whether they be of language, dress, mores, music, art, and all the other contributors of culture. However, the adaptation of difference is finding a path in the growing concept of cultural plurality. In 1972 a conservative United States Supreme Court allowed the Amish in Wisconsin to put aside compulsory educational laws in order to protect their mainstream culture. "There can be no assumption that today's majority is right," and the Amish and others like them are wrong. "A way of life that is odd or even erratic but interferes with no rights or interests of others is not to be condemned because it is different." (Wisconsin v. Yoder, 406 U.S. 205.) In this same fashion we can accept bilingual education as an example of the recognition of a cultural plurality.



If humanity is to seek new alternatives, we must look beyond our immediate selves and at those peoples who have different value systems. They may not have really made answers, but they have maintained values which a society that industrialized itself in a very short period of time has lost. We must learn from differences; we cannot afford to assume that differences are negative. Assimilation need not be the only answer. We can benefit greatly from the process of development of other cultures in which materialism has not become a way of life. (In them we have differences in kinship, community, government, justice, and success.) Marking to these alternative values, our society may very well begin to address itself to the contradictions within the American society, which are rapidly becoming more visible and more questionable.

The ASPIRA course has always been clear in its purpose and goals: that our self-respect must be established through self-help and self-determination. Thus, ASPIRA survives because it believes in the advancement of the Hispanic Community through Education. The elasticity which must be maintained in order to accomplish these ends is a part of the challenge which confronts ASPIRA of New York every day. We must deal with changing attitudes, a changing economic scene, educational realities, political opinions, and other issues with which we can only deal through commitment.

By: Maria Iriberry-Lopez,
Acting Executive Director

NO. 2:
Antonia Pantoja introduces Aspira to funding sources.

NO. 3:
Guest speaker, Hon. Herman Badillo with some members of Aspira's early Board of Directors. Left to right: Dr. Gilbert Ortiz, Luis Nunez, Blanca Cedeno, Ivan Izquierdo.

NO. 4:
A dinnerdance of 1988 where we see Las Madrinadas de Aspira. Kneeling in the middle is Carmen Fisher, 2nd Pres. of Las Madrinadas. At the extreme left is Jeane de Leon, 3rd Pres. 5th from the left is Luz Fontolosa, 4th Pres of Las Madrinadas. Throughout the years they organized fundraising for Aspira students.

ASPIRA EDUCATIONAL OPPORTUNITY CENTER

Aspira's Educational Opportunity Center (AEOC) for the academic year 1975-76 provided comprehensive as well as intensive services for most of its student population. The network of services that the AEOC provided were designed to meet as many educational needs of the HISPANICS and other minority students from early high school through graduate school, inclusive of medical and vocational institutions.

The following units provided for the individual student counseling and help in dissemination of opportunities in education.

TALENT SEARCH-SENIOR COUNSELOR

Senior Counselors provide educational opportunities for those young people who have been bypassed by traditional educational procedures. These counselors encourage students to complete secondary school and undertake post-secondary educational training. The Senior Counselor also clarifies academic and vocational trends, as well as post-secondary choices that the student has made.

SPECIAL SERVICES

The AEOC Special Services College program—designed to assist low-income college students with limited English-speaking ability—worked this year in conjunction with site of the CUNY units. The program provided eligible student participants within the specific CUNY units with a remedial program and a supportive service component. This was achieved by providing bilingual tutorial assistance in specific subject matter and bilingual workshops to upgrade eligible participants' skills in writing, reading, critical thinking and study habits. Concurrently, a supportive services component of three field counselors provided educational, career and academic advice as well as financial aid guidance and personal counseling.

The program year culminated in a series of cultural activities and a summer project to develop a cadre of college peer counselors for the forthcoming academic year.

HEALTH CAREERS

Health Career Counselors provide counseling and supportive services for all students who express a desire to pursue a career in any one of the allied health fields. Counselors recruit at the junior and senior high school

level as well as colleges. Students are informed through workshops and individual counselor sessions of the many available fields in health. In addition, each student is assessed to determine the chances of pursuing said careers. A specific function of these counselors is to assist college students in the application, admissions, and financial aid procedures necessary for medical school.

COLLEGE COUNSELOR

The College Counselor services college freshmen, sophomores, and transfer students by providing academic, personal, career and financial aid counseling. The counselor, in many cases, becomes involved when students find themselves in some crisis situation.

GRADUATE COUNSELOR

The Graduate Counselor services college juniors, seniors, and persons possessing masters degree who are interested in applying to graduate and professional schools. This counselor is instrumental in ensuring the continuity of the Aspira Process.

In addition to student services, the following are highlights of program accomplishments during the 1975-1976 academic year.

- Representatives from over 30 undergraduate colleges visited the center to inform students and staff of the opportunities at their institution.
- Trips with pre-med students to various medical schools.
- Health Career-Science Fair for high school students.
- College Interview meeting for high school juniors where 50 representatives of colleges throughout the country met with 400 Aspirants to expose them to information on their colleges.
- Active involvement of students and staff in the issues affecting the City University of New York.
- Cultural presentations at the colleges.

NO. 5:

Tutor Aid Eddie Martinez with a student from Baruch College.



THE PARENT TRAINING INSTITUTE STUDENT MOTIVATION CENTER

This program was designed to improve the positive interaction and understanding between the schools and the parents, the schools and the students, and the parents and their children.

The program, based in District 1 (Lower East Side-Manhattan), District 7 (South Bronx), and District 32 (Bushwick-Brooklyn) had two components, namely, the Parent Training Institute and the Student Motivation Center.

THE PARENT TRAINING INSTITUTE

The purpose of the PTI was twofold: first, to increase the understanding and importance of the child's education via positive communication with the school system and its officials; and secondly, to develop strong leaders who would address themselves to the needs of their community. This interaction led to a decrease of racial isolation through an awareness of ethnic and cultural values.

Meetings were held on a regular basis with parents to discuss pupil suspension, student fees and other school-related matters such as the formation of parent associations, bilingual education, school board elections and school zoning.

Other events which the parents either attended or at which they participated were Ballet Hispanico, trips to the World Trade Center, visits to the N.Y.C. Board of Education, the celebration of Three Kings Day and the Puerto Rican Food Fiesta.

STUDENT MOTIVATION CENTER

The Center was developed to increase the retention of students in Junior High School by increasing their knowledge of the educational system and improving their basic educational skills. Trained counselors held weekly rap-sessions and cultural activities to enhance the self-image of these students.

These sessions included:

- Student organization
- Teacher-Student relations
- The value of education
- Parent-Student relations
- Students' rights
- Career orientation
- High School and College orientation

The cultural activities included:

- Percussion workshops
- Culturally related movies
- Drama and dance
- Field trips to Museo del Barrio, Metropolitan Museum of Art, etc.

In addition to all of the above, the Bilingual Liaison held meetings with parents and students to orient and inform them on bilingual education and the Consent Decree.

The PTI Translator/Researcher developed and translated a large portion of the materials used by both components.

ASPIRA, through the PTI and the Student Motivation Center, successfully fulfilled these objectives.

PLANNING, EVALUATION AND RESEARCH UNIT

As of March 1, 1975, Aspira of New York received a grant from Carnegie Corporation of New York to create a "Planning, Evaluation and Research Unit" with an Advisory Council. The selection of the members of the Advisory Council (Ms. Rosita Estrades, Dr. Edward J. Mullen, and Dr. Max Weiner) was the result of the participation of Carnegie Corporation of New York's staff with Aspira of New York's staff. This grant has allowed Aspira of New York to hire two researchers (one for three years and the other for two years) to perform two basic functions:

- (1) To continue an on-going process of internal planning and evaluation which would help Aspira's new programs to plan the development of their activities; and
- (2) to integrate them effectively into the existing structure of Aspira.

The Office of Planning, Evaluation and Research has as its second function the planning of additional programs which would help the Hispanic community of New York meet many of its needs. An example of the outcome of this function consisted of three different research reports about the needs of the Hispanic community in New York City regarding new areas of concern to Aspira of New York:

- (1) Adult education (up-grading adult Hispanic population using education as a tool and improve the self-image awareness and producing institutional changes;
- (2) Hispanic youth and the juvenile justice system (research and suggestions for the development of additional specialized services to Hispanic youth recommending the feasibility of education as a medium to keep youngsters out of juvenile court.

Following both suggestions proposals were submitted to different funding sources. A grant of \$250,000 was granted to Aspira of New York to implement a program in Adult Work Study through CETA monies which started October 1, 1975 through October 1976.

A grant of \$409,675 was awarded to Aspira of New York to implement a Supportive/Educational Services (Mini-School) Program for a period of one year. It is a bilingual/bicultural multi-serviced community-based court diversion program, geared to improve the quality of life in Williamsburg, Brooklyn by helping its youth to: (a) develop confidence in themselves (positive self-image) so that they may remain out of the courts, etc.; (b) engender a spirit of cooperation and trust with adults; (c) share their experiences, abilities, etc. with the larger community; and, (d) improve their educational aspirations. The operation of the program will take place from November, 1976 through November, 1977.

ADULT WORK/STUDY MINIVERSITY

The Adult Work Study Miniversity was funded as part of a larger entity known as EL CENTRO Consortium. Funds for this project have been obtained through the Department of Employment by the City of New York under Title I of the Comprehensive Employment and Training Act.

The main emphasis of the program is to enhance the future employability of unemployed adults. By placing program participants in job sites where they will receive invaluable experience and at the same time enrolling all participants in the off campus* miniversity, our program's participants are developing two vital areas of growth which in the long run will maximize the participants' potential.

In the last ten months the program has processed and serviced over 75 participants and has placed an adequate number in unsubsidized jobs throughout the city. We hope to attain the 75% placement goal (45 participants) which we stipulated in our contract with the Department of Employment.

As present, our program's participants are all Hispanic, 60% are female and the age range is from 18 to 55. Most of the participants are working at job sites which are public non-profit agencies. Most of these agencies have agreed that they will eventually hire those participants which they feel are interested in working full time. Since our program's participants are still taking the college courses (24 credits at the end of year), employment progress will not be significant until the end of August when classes are scheduled to end, at which point a maximum effort will be made to employ as many participants as possible.

Our eventual goal is to place a maximum number of students in full time jobs who will continue to attend our off campus evening miniversity or any other college which will meet the educational needs of our program's participants.

* The miniversity is off campus college instruction with bona fide college instructors teaching in the community, usually in the evening, so that working adults are offered an educational opportunity.



LEADERSHIP PROGRAM

The ASPIRA Leadership Program traditionally has been constituted of two units. The first of these has been the development of the students' participation as leaders at the High School Club and in the ASPIRA Club Federation levels. The second is the counseling given to the students by way of academic and career guidance.

The overall goal of the program is to improve the education offered to Puerto Rican high school students. This is accomplished by the interaction of staff and students in such a way that students learn leadership skills, community awareness and the value of education. This is reinforced through peer group activities. The students also receive orientation on admission to college, financial aid and vocational and career opportunities. Reinforcements of academic skills was achieved through tutoring, seminars, conferences, film presentations and workshops.

Two important workshops were those held on law and the role and rights of women. The law workshop dealt with the community's need for attorneys, opportunities in the legal field, and law school requirements. The workshop on women analyzed women's role in the historical development of society, as well as other important sensitive areas usually not covered in regular high school programs.

Showing a concern for issues which effect the community, the ASPIRA students took an active role in the struggle to maintain open De Hostos Community College.

Besides the aforementioned activities, parents, students and staff participated in "open houses" held at each center, which allowed them to exchange information of mutual concerns. At these open houses, Puerto Rican artifacts and crafts were exhibited and also typical Puerto Rican dishes cooked by students were shared by all.

Through the cooperation of the Youth Employment Agency of the City of New York, ASPIRA employed 324 high school students in the Summer 1976 Program.

NO. 6:
Participant at the Feria de Expresión Puertorriqueña.

NO. 7:
An Aspirante stretching out in a dance workshop.

CULTURAL PROGRAM

A successful experiment in the form of workshops relating to the arts has taken place for the past 1½ years. By now it has developed into a cultural program which has become an integral part of each center's activities.

The purpose of the Cultural Program has been to further develop the artistic capabilities and skills of talented ASPIRA students by determining their creative ability and potential under professional supervision and by fostering the awareness of their cultural roots and heritage as a vehicle to increase their interest in pursuing higher education.

During the Spring and throughout the Summer of 1976, fifteen workshops in the areas of theatre, dance, photography, silkscreening, ceramics, drawing, percussion, leathercraft, and writing skills were developed in three Leadership Centers of Manhattan, Bronx and Brooklyn. Over 300 students participated and developed skills through the workshops expertly conducted by instructors who specialize in their respective fields. In addition, seminars and lectures were conducted at each center concerning topics related to the areas of the workshops, and students were taken on cultural field trips to various museums and theatrical productions to enhance their general overview of the world of art.

A Feria was held at the end of the Summer at Tompkins Square Park, in the Lower East Side, which served to exhibit and showcase the results of the program.

JOSE BUREN GANTANER



BERNARDINO RODRIGUEZ



START

ASPIRA THROUGH THE YEARS

A GAME OF CHANCE, DETERMINATION AND HEROISM!



You have successfully completed the ASPIRA process! The road to success is open to you but first go back to the beginning and help the next generation of Aspirations through.

1975

Cultural Office
P.R. Office

1975 Office
Planning, Evaluation
and Research

1974

ASPIRA's landmark Consent
Decree mandating City-Wide
Bilingual Programs for
Hispanic children in
New York City.

1973

ASPIRA places 1,078 students
in college during
fiscal year.

1971

CREO

CREO (Community Resource
Center for Economic
Opportunity) is established
by D.C.C.

1973

ASPIRA's Financial Activity
reaches \$1,141,072.00.

**Financial aid
check is late**
(Turno fish appear!)

1968

Los
Madriñan
de
Aspira
organize a
Dinner/Dance
"Tribute to
Antonio Pantoja,"
and sell nearly
1,000 \$20 tickets.

1966

The
Scholarship
and
Loan
Center
is established.

**College
drop-out**

expired 5 days
on the unemployment list!

1965

Time to expand! Through
Block and Meeting Centers
open ASPIRA in City-Wide
Programs.

1964

The Commonwealth of
Puerto Rico begins annual grant
for ASPIRA's support.

1964

The Office of Economic
Opportunity provides funds for
expansion of services.
(Pay the light bill!)

1963

First Annual Trip to
Puerto Rico
(Turno fish appear!)

Dead end
(Turn financial aid!)

EXECUTIVE DIRECTOR

1961-1966

Blanca Cedeno - 1964-1965
Frank Negron - 1964-1968
Louis Nufier - 1968-1969
Luis Nieves - 1969-1972
Mario Anglada - 1972-1976
Mario Infante-Lopez - 3-5/1976
(Acting Executive Director)

1961

ASPIRA begins visiting
parents and opens an
unprecedented book store agency
for 13,000 books.

1958-1961

Antonio Pantoja
spearheads the drive and creates
ASPIRA as an arm of the
Puerto Rican
Hispanic Leadership Forum
(Puerto Rican Forum).

1955

Puerto Rican Community
leaders see the need for an
active educational agency to
help their community.



Back

4

spaces for hitting
thumb with
hammer!

1962

First Annual Trip to
Puerto Rico
(Turno fish appear!)

TOTAL PLACEMENT

Program Year — 1975 - 76

Graduate School Placement	55
Medical & Nursing Schools	26
Undergraduate Placement	
State University of New York	71
City University of New York	335
Private Universities & Colleges	245
Vocational & Technical Schools	30
Other Programs	46
GRAND TOTAL	806

* CETA Program has been included in Grand Total for placement and financial aid.

GRADUATE PLACEMENT

CUNY	No. of Placements
Graduate Center	2
Hunter	3

PRIVATE

Bryn Mawr School of Social Work	1
Columbia University	2
Columbia University School of Business	1
Columbia University School of Journalism	1
Columbia University School of Social Work	3
Columbia University Teachers College	3
Fordham University School of Business	2
Fordham University School of Education	1
Fordham University School of Social Work	1
Harvard School of Education	1
Harvard University	2
N.Y.U.	2
N.Y.U. School of Education	2
N.Y.U. School of Social Work	5
New School for Social Research	1
Pace University	1
San Francisco State University	1
Syracuse University	1
University of Connecticut	1
University of Massachusetts	1
University of Minnesota School of Social Work	1
University of New Mexico	1
University of Pennsylvania	1
University of Pennsylvania School of Law	1
University of Salt Lake City	1
Yale School of Hospital Administration	1

STATE UNIVERSITY OF NEW JERSEY

	No. of Placements
Rutgers University	1
Rutgers University School of Business	1
Rutgers University School of Social Work	2

SUNY

Stony Brook	2
Stony Brook School of Social Work	1
University of Buffalo	1

TOTAL 35

MEDICAL AND NURSING SCHOOLS

Boston University School of Medicine	3
Bowman Gray	1
Columbia Dental School	1
Cornell School of Medicine	2
Dowstate Medical School	2
Einstein School of Medicine	3
Hahnemann Medical School	1
Harvard University School of Medicine	4
Meharry Medical School	1
New York Medical School	2
St. Vincent School of Nursing	1
Stony Brook Medical School	2
Tufts University School of Medicine	1
Universidad del Caribe—P.R.	1
University of Pennsylvania School of Medicine	1

TOTAL 26

UNDERGRADUATE PLACEMENT

CUNY

	No. of Placements
Baruch	12
Bronx Community College	37
Brooklyn	7
City College	43
Hunter Community College	31
Hunter	16
John Jay	5
Kingsboro Community College	23
La Guardia Community College	18
Lehman	23
Manhattan Community College	21
Medgar Evers	13
New York City Community College	33
Queens College	15
Queensboro Community College	7
State Island Community College	2
Voorhees	5
York College	3

TOTAL 335

SUNY

Albany	6
Adirondack	1
Buffalo	7
Brookport	2
Binghamton	6
Cortland	1
Catskill	1
Dalhousie	1
Farmingdale	6
Fashion Institute of Technology	3
Mount Vernon Cooperative College	1
Morrisville Community College	1
New Paltz	12
Old Westbury	17
Plattsburgh	1
Stony Brook	5

TOTAL 71

PRIVATE INSTITUTIONS

Academy of Aeronautics	2
Adelphi	2
Bard	2
Barnard College	4
Beacon University	5
Brandeis	1
Brigham Young University	1

	No. of Placements
Brooklyn College of Pharmacy	1
Brooklyn Polytechnic Institute	1
Brown University	1
California Institute of the Arts	1
College of St. Elizabeth	2
College of New Rochelle	1
Columbia University	2
Cornell University	5
Curry College	1
Dowling College	1
Drexel University	1
Elizabeth Seton	1
Embry Riddle Aeronautics University	2
Experimental & Bilingual Institute	1
Florida Institute of Technology	1
Fordham University	18
Hartman College	11
Holstra University	3
Inter-American University—P.R.	3
Ithaca College	1
Johnson & Wales	1
Lafayette College	1
Long Island University	22
Long Island University Reading Clinic	1
Lyndon State	3
Macalester College	1
Manhattan College	7
Manhattanville College	2
Mannes School of Music	1
Maritime College	1
Marymount College	13
Mercy College	2
Miami Dade Community College	1
Milwaukee School of Engineering	2
Mount Ida Junior College	1
Mount St. Vincent	4
New York University	27
North Carolina	1
Northeastern	1
Northwestern	1
Nyack College	1
Pace University	14
Parsons School of Design	3
Polytechnic Institute of NY	1
Pratt Institute	7
Princeton	3
Rhode Island School of Art Design	1
San Francisco State University	1
Sarah Lawrence	1
School of Visual Arts	1

(Private Institutional Placements Continued on Next Page)

PRIVATE INSTITUTIONS (Continued)

	No. of Placements
Southern Missionary College	1
St. Francis College	1
St. John's University	4
Syracuse University	6
Truist	1
Tulsa	2
University of Albuquerque	1
Universidad Catolica de Puerto Rico	1
University of Dayton	1
University of Louisville	1
University of Maryland	1
University of Miami	2
University of Pennsylvania	2
University of Puerto Rico	1
University of Rochester	2
Utica College	1
Utica School of Commerce	1
Virginia Union University	1
Wagner	3
Washington State University	1
Wesleyan	2
Yale University	3

TOTAL 245

VOCATIONAL & TECHNICAL SCHOOLS

Allen School of Beauty	3
CETA Program	1
Concorde Beauty School	1
Davy Institute	1
Driver Training Institute	1
Eastern School for Real Estate	1
Forsythe Training School	1
GAIN Program	1
Interboro Institute	1
MANPOWER	1
New York Institute of Technology	5
New York State Computer School	1
Occupational & Vocational Rehabilitation	1
Pels School of Art	1
Taylor Business School	1
Upholstery Trade School	1
Wilfred Academy	2
Wood School	5

TOTAL 29

REFERRALS

Experimental & Bilingual Institute	7
General Equivalency Diploma	6
Opportunities Industrialization	1
SICC Mini-University	1
Vocational & Training	2
Young Filmmakers Henry Street	1

TOTAL 18

ARMED FORCES

Air Force	2
Army	3
Marines	3
Navy	3

TOTAL 11

CETA-ASPIRA ADULT WORK EXPERIENCE PLACEMENT

Hostos Community College	11
Hunter	1
N.Y.U.	1
Siten Island Community College	22

TOTAL 35

FINANCIAL AID

BEOG	\$334,476
SEOG	41,960
NDSL	16,015
WORK STUDY	31,630
REGENTS	750
FEDERAL LOANS	5,130
INSTITUTIONAL GRANTS	379,230
TAP	276,597
NYHEAC LOAN	6,921
HEOP	4,250

TOTAL \$1,096,969

GRADUATE PLACEMENT	\$228,855
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GRAND TOTAL \$1,325,834

Scholarship Money Distributed to Aspira Students from Other Sources

STIPENDS FOR MEDICAL STUDENTS	\$15,000
EDWIN GOULD FOUNDATION	4,000
1907 SCHOLARSHIPS & LOAN	22,000

\$41,000

COOPERS & LYBRAND

CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors,
Aspira of New York, Inc.:

We have examined the balance sheet of ASPIRA of NEW YORK, INC. as of June 30, 1976 and the related statements of support, revenue and expenses, and changes in fund balances and of functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Aspira of New York, Inc. at June 30, 1976, and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Coopers & Lybrand

ASPIRA OF NEW YORK, INC.

BALANCE SHEET—June 30, 1976

	Unrestricted	Restricted	
ASSETS:	Funds	Funds	Total
Cash and cash equivalent	\$ 78,351	\$ 59,845	\$138,196
Grants receivable		94,200	94,200
Receivable from Aspira of America, Inc.		13,779	13,779
Interfund receivable		50,898	50,898
Land	76,775		76,775
Building, office furniture and equipment	46,772	14,763	61,535
Less, Accumulated depreciation	(22,085)	(1,737)	(23,819)
	24,686	13,026	37,712
Other assets	8,707	4,432	13,139
TOTALS	\$188,523	\$236,180	\$424,703
LIABILITIES and FUND BALANCES:			
Interfund payable	\$ 9,400	\$ 41,498	\$ 50,898
Payroll taxes and medical benefits	37,832		37,832
Pension contributions payable (Note 3)	15,838		15,838
Mortgage payable (Note 2)	10,549		10,549
Contributions designated for future periods		77,620	77,620
Other liabilities	1,832		1,832
Fund balances:			
Student Aid, counseling and placement		64,673	64,673
Community services		37,437	37,437
Research		16,152	16,152
General fund	19,214		19,214
Building and equipment fund	94,658		94,658
TOTALS	\$188,523	\$236,180	\$424,703

See notes to financial statements.

NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies:

Contributions and Grants are recorded upon notification from the donor. Funds designated for use in future periods are recorded as deferred revenue and recognized as revenue in the designated period. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor.

Depreciation is provided on a straight-line basis over the estimated useful lives of the assets.

Fixed Assets on which donor-imposed restrictions or conditions must be recorded in the donor restricted fund. At each time as the restrictions lapse or the specified conditions are met, such assets are transferred to the Building and Equipment Fund.

2. Mortgage on Land and Building:

Aspira has a 9 1/8% mortgage which is due in quarterly installments of \$600 including principal and interest. Such payments will continue until further notice by the mortgagee or until the loan amount is paid in full.

3. Pension Plan:

Aspira, together with its affiliate, Aspira of America, Inc., has a contributory pension plan available to all employees electing to participate and meeting length of service requirements. Contributions are made on the plan based upon a percentage of the participating employee's gross salary. Pension expense for fiscal 1976 is approximately \$7,137.

4. Commitments:

Aspira is obligated under lease agreements expiring on various dates through 1980. Minimum annual rentals aggregate approximately \$42,000 for fiscal 1975, \$30,000 for fiscal 1976, \$30,000 for fiscal 1977, and \$22,500 for fiscal 1980. Certain leases contain escalation clauses relating to cost of living adjustments, tax and utility rate increases.

**STATEMENT OF SUPPORT, REVENUE and EXPENSES, and CHANGES
in FUND BALANCES
for the year ended June 30, 1976**

	Unrestricted Funds		Restricted Funds			Total All Funds
	General Fund	Building and Equipment Fund	Student Aid Counseling and Placement	Community Services	Research	
Public support, grants and revenue:						
Governmental grants	\$ 50,000		\$205,000	\$578,571		\$ 833,571
Foundations	53,925		27,500	23,000	\$65,465	171,910
Corporations	29,490					29,490
Community	4,971			16,700		21,671
Rental income		\$11,700				11,700
Interest	801	76	1,217			2,094
	139,187	11,776	233,717	620,271	65,465	1,070,436
Transferred from Aspire of America, Inc.	6,250		63,862			90,132
Total public support, grants and revenue	145,437	11,776	317,599	620,271	65,465	\$1,160,568
Expenses:						
Program services:			323,699	673,362	61,426	\$1,058,487
Supporting services:						
Management and general	66,782	18,951				77,733
Fund raising	34,317	722				35,039
Total supporting services	101,099	11,673				112,772
Total expenses	101,099	11,673	323,699	673,362	61,426	\$1,171,259
Excess (deficiency) of public support, grants and revenue over expenses	44,338	103	(6,100)	(53,091)	4,059	
Other changes in fund balances:						
Equipment transfers to unrestricted funds from terminated restricted programs		2,391	(2,391)			
Transfer of funds	(15,132)	4,545	(4,261)	7,915	4,933	
Fund balances (deficit), June 30, 1975	(9,992)	87,619	76,825	82,613	5,160	
Fund balances, June 30, 1976	\$ 19,214	\$94,658	\$ 64,073	\$ 37,437	\$16,152	

**STATEMENT of FUNCTIONAL EXPENSES
for the year ended June 30, 1976**

	Program Services				Supporting Services			
	Student Aid, Counseling and Placement	Community Services	Research	Total	Management and General	Fund Raising		Total Expenses
						Total	Total	
Salaries	\$194,937	\$439,110	\$40,423	\$ 674,470	\$32,794	\$27,025	\$ 59,819	\$ 734,289
Payroll taxes and fringe benefits	30,958	51,213	4,412	86,583	7,826	1,975	9,801	96,384
Total salaries and related expenses	225,895	490,323	44,835	761,053	40,620	29,000	69,620	830,673
Professional fees and contracted services	7,701	13,582	3,344	24,627	2,934		2,934	27,561
Occupancy and utilities	42,826	79,890	7,915	130,631	4,897	1,291	6,188	136,819
Other office operating expenses	18,364	34,420	3,333	56,317	9,129	3,595	12,724	69,041
Travel and meetings	2,779	8,921	1,625	13,325	178	658	836	14,161
Grant to United Parents Association		21,487		21,487				21,487
Scholarships to students	5,884	1,692		7,576				7,576
Miscellaneous	28,024	22,381		50,405	17,730	245	17,975	60,380
Total expenses before depreciation	323,473	672,696	61,252	1,057,421	75,488	34,789	110,277	1,167,698
Depreciation	226	666	174	1,066	2,245	250	2,495	3,561
Total expenses	\$323,699	\$673,362	\$61,426	\$1,058,487	\$77,733	\$35,039	\$112,772	\$1,171,259

MAJOR CORPORATE CONTRIBUTORS

Chase Manhattan Bank
First National City Bank (Citibank)
Manufacturers Hanover Trust

CONTRIBUTING FOUNDATIONS AND COMMUNITY ORGANIZATIONS

America the Beautiful Fund of New York
Banco de Ponce
Banco Popular de Puerto Rico
Carnegie Corporation
Coach Leatherwear
Consolidated Edison
Edna Gould Foundation
Ford Foundation
Greenpoint Savings Bank
Irving Foundation
Keynote National Foundation
Klingenstein Foundation
Kraft, Inc.
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Madeline M. Low Fund, Inc.
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Morgan Guaranty Trust of New York
New York Bicentennial Fund
New York Life Insurance Company
New York Times Company Foundation
North American Reinsurance Co.
Standard Motor products
Surdin Foundation
The Bovey Savings Bank
The Maurice R. Robinson Fund
The New York Community Trust Fund
The Riverside Church

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GOVERNMENT GRANTS

City of New York Council Against Poverty
Commonwealth of Puerto Rico
Special Services and Talent Search
United States Office of Economic Opportunity
United States Office of Education

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(March 1976 - June 1976)

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Mr. Israel Colon, Leadership Program Director
Aspira Parent Training Institute

Mr. William Nieves, Director
Cultural Affairs Department

Dr. Norma Stanton, Director

Ms. Santa Garcia, Program Director

Mr. Jean Otero, Director

Ms. Carmen Irizarry, Director

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THE END

ARTHUR LOPEZ



Left side book

Right side book